

WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

WYOMING STATE BOARD OF EDUCATION

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Pathway to 2014

Preamble to the Standards

Wyoming State Board of Education
February 20, 2008

At no time in human history has change been as rapid as we see today. Young people in Wyoming who are students in our schools will live in a world we may not be able to imagine at this point in our history. As stewards of our public education system, the State Board of Education believes it is important to provoke our institutions to think deeply about the knowledge, skills, abilities and habits of the mind that will prepare students for a world in which rapid change will be the norm and where people will have to be highly adaptable.

Our institutions, leaders, and communities must have the courage to develop and implement processes and programs through which schools deliver effective learning. Children must not only be prepared to enter the work force. They must be prepared to contribute as participants and members of the social and political democracies in which they live. To this end, we must more effectively define the components and rigor necessary for their success.

The Wyoming State Board of Education believes that as stewards it is our responsibility to frame the political dialogue in a way that challenges policy makers, educational institutions and the public in general to examine the educational goals, practices, and results in the neighborhoods, communities, and the state. This must be an ongoing political dialogue that begins with our review of the Wyoming State Standards but must not end there.

In accordance with Wyoming State Statute 21-2-304 (a) (iii) the State Board of Education (Board) in consultation and coordination with local school districts (LEA) will “prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b). . . .” Under W.S. 21-2-304(c) the Board is directed to evaluate and review the uniformity and quality of the educational program standards at least every five (5) years. This was last done in 2003 and will be undertaken in November 2008.

The Board directs the Wyoming Department of Education (WDE) working in consultation and coordination with local school districts to formulate and implement a process to evaluate and review the uniformity and quality of both the standards and the implementation of those standards developed in 2008.

Specifically, the Board directs this review to develop answers through analysis to the following questions and to make recommendations in consultation and coordination with LEA’s for improvement of the standards and/or the implementation of the standards over time. This review should include recommendations for what should and can be accomplished this year, what needs to be accomplished in two to three years and what Wyoming should set as a goal to accomplish prior to 2014.

1. The Board believes that content standards should be written to facilitate each student's success in life.
 - What evidence exists that the standards as written are driving improvement of learning and preparation of children to successfully participate in life?
 - What improvements are needed in each content area and why/how will the recommendations improve the status and growth in learning?
2. The Board believes that standards and supporting documents should be written in ways that are accessible and so that students, parents, teachers and citizen leaders will have a common understanding and measurement of success.
 - What recommendation(s) should be considered by the SBE to accomplish this goal?
3. The Board believes that the standards and supporting documents should be written so that there is uniformity and consistency across content areas.
 - What improvements are needed?
 - How best do we accomplish these improvements?
4. The Board believes that each district must incorporate the common core of skills into its Body of Evidence.
 - What evidence is there that the standards and supporting documents facilitate the learning of knowledge, skills, and behaviors that are necessary for the success of our students in life?
 - What improvements are needed?
5. The Board is not convinced that the current common core of knowledge and the common core of skills are sufficient for the future success of our students.
 - What else should we be doing to facilitate student success?
 - How best can we accomplish these successes?
6. The Board believes that the standards should be implemented with fidelity and that Body of Evidence should be an important component of this fidelity.
 - What evidence is there that the standards of each content area are assessed and proficiencies determined with uniformity in the district?
 - What improvements are needed?

7. The Board believes that the standards and supporting documents should align with current knowledge about the development of the brain and learning.
 - What evidence is there that the standards and supporting documents are written so that there is alignment with current knowledge around the cognitive development and learning in the standards and the implementation of the standards?
 - What improvements are needed?
8. The Board believes that more meaningful and robust learning happens when young people are appropriately challenged to think in more cognitively complex ways.
 - What evidence is there that the more cognitively complex components of the standards are being taught and assessed?
 - What improvements are needed? Is teaching structured to facilitate interdisciplinary and multidisciplinary use of the knowledge, skills and abilities learned in our schools?
9. The Board believes that motivation and engagement are critical to learning.
 - What evidence is there that the aspects of self-system thinking and metacognition as defined by Robert Marzano and John Kendall or other higher order thinking and self-governing of learning skills are being implemented and accessed?
 - What improvements are needed?

While the immediate task might be focused upon a periodic review of the standard, the Wyoming State Board of Education believes that such a review capitalizes on the resources that will be necessary for the work best when the longer view of our standards and for our children are used to guide the work. We believe that the focus must be on what is learned, rather than what is taught. We believe that what is learned today must improve the lives our children will have in the future. We believe that current needs must be addressed in ways that lays a foundation that supports and frames the future.

WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

RATIONALE

The Wyoming Physical Education Standards Committee recognizes that a physically educated person: (a) has learned skills necessary to perform a variety of physical activities; (b) is physically fit; (c) does participate regularly in physical activity; (d) knows the implications of and benefits from involvement in physical activities; and (e) values physical activity and its contribution to a healthful lifestyle. These five major areas of focus that define what students should know and be able to do in physical education are key ingredients of quality physical education programs. Standards, as determined by the Committee, integrate the essential content, processes, and skills that students will need to master to become lifelong movers.

The basic skills essential to successful movement performance and the understanding of the benefits of physical activity and fitness are emphasized at the fourth grade level because students who do not master these skills by the fourth grade level are unlikely to become lifelong movers. While developmental differences will result in some variance among young children, a failure to achieve these skills by the end of fourth grade is an occurrence of serious educational and health concern.

At the eighth and eleventh grade levels students are extending their understanding of movement, fitness literacy, and personal and social responsibilities related to physical activity. They are taking the basic skills learned by fourth grade and applying them in more complex movement settings. By the eleventh grade, it is expected that students master the skills and acquire the knowledge to participate in a variety of physical activities that will enhance health-related physical fitness, which in turn will positively affect their motivation to be lifelong movers.

ORGANIZATION OF STANDARDS

Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies that they select based on their students' needs. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades four, eight, and eleven. Terms used in this document are defined below and in the glossary at the end.

Kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmarks. Fifth grade through eighth grade teachers, parents, and students work toward the achievement of the eighth grade benchmarks. Ninth grade through eleventh grade teachers, parents, and students work toward the achievement of

the eleventh grade benchmarks. Success at each benchmark level requires the effort and commitment of all who prepare for that level.

Content Standards: These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

Benchmarks: These statements specify what students are expected to know and be able to do at the end of each of the benchmark grade levels, in this document, grades 4, 8, and 11. These benchmark standards specify the skills and content students must master along the way in order to reach the content standards by the time they graduate.

Performance Level Descriptors: These statements describe how well students must perform the benchmark standards. The “proficient” level is required to meet the standards. The level descriptors help teachers judge where students are performing in relation to the standards. A general definition of each level is provided below.

Advanced: Students who perform at the advanced level demonstrate basic and advanced motor skills and apply in-depth knowledge and understanding of physical activity and fitness in a variety of physical activities and fitness settings.

Proficient: Students who perform at the proficient level demonstrate basic motor skills and apply knowledge and understanding of physical activity and fitness in a variety of physical activities and fitness settings.

Basic: Students who perform at the basic level demonstrate rudimentary motor skills and knowledge of physical activity and fitness in few physical activities and fitness settings.

Below Basic: Students who perform at the below basic level require extensive support or provide little or no evidence in meeting the standard.

The Committee recognizes that students at the high school level may only enroll in one physical education course during their sophomore, junior, or senior year. The standards and benchmarks identified at eleventh grade are intended for all students regardless of the number of physical education courses taken. Districts need to ensure that students are able to demonstrate mastery of the designated culminating skills and knowledge not later than the end of eleventh grade. For a few students, such mastery will constitute a significant challenge. However, these are the skills and knowledge deemed essential as reflected in local district standards, regional standards, and the national standards.

Although standards are specified for benchmark levels, all grades prior to those designated are regarded as responsible to the benchmark level above them. For example, kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmark standards. Fifth grade through eighth grade work toward the achievement of the eighth grade benchmark standards. Ninth grade through eleventh grade

work toward the achievement of the eleventh grade benchmark standards. Success at each benchmark level requires the effort and commitment of all who prepare for that level. Local district standards are already specified for grade and course levels leading to these benchmarks. These intervening standards and supporting curricula describe the enabling skills and content necessary to meet the benchmarks. Teachers, parents, and students must be aware of the requirements at the next level even as they prepare for the current level so that prerequisite skills are introduced and experienced over time. They must also be aware of the requirements at the previous level so that they continue to practice and apply the skills that have already been mastered.

INTRODUCTION TO THE STANDARDS

As described in the general introduction, these standards represent a consensus of the local district standards. In 1997-1998, representatives from each of the districts participated in regional groups along with community college, University, and business representatives as well as students. A district representative was selected by each of the regional groups to participate on the state committee. The state committee then drafted standards that represented consensus of the regional groups. In reviewing and refining the resulting standards, several national and state standard documents were referenced to establish that the rigor of the Wyoming standards was consistent with these documents, and adjustments were made as deemed appropriate by the state committee. These documents are listed below:

- National Association for Sport and Physical Education (1992), Outcomes of Quality Physical Education Programs.
- National Association for Sport and Physical Education (1995), Moving Into the Future: National Standards for Physical Education.
- Florida State Standards (1996), Content Standards for Physical Education.
- Maryland State Standards (1999), Physical Education to Promote Healthy, Active Lifestyles.
- North Carolina (1996), Framework for Healthful Living Education.

In 2002-2003, writing committees were convened to review and revise these standards.

In 2008, consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, the Wyoming State Board of Education Board directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by November, 2008.

In order to accomplish the goal of reviewing the standards, a steering committee was convened to guide the review process. It met in early 2008 to develop the process to be used by Content Review Committees in each content area with representation from as many Wyoming school districts as possible. Members of the Standards Review Steering Committee nominated 8-12 expert educators in each of the 10 content areas represented in the Standards. These committees were balanced geographically and represented pre-school, elementary, secondary, special education, and higher education teachers.

The reviewers who agreed to serve on a committee met in spring, 2008 to participate in a systematic evaluation of the uniformity and quality of the standards in their content area. Among the aspects of the Standards reviewed were:

- a. The cognitive complexity of the standards
- b. The degree of integration of the Common Core of Skills, 21st Century Skills, and Technology in the standards
- c. How Wyoming Standards compare to national curriculum standards and other state standards
- d. How the format of standards documents might be improved to make them more uniform, more understandable, and more useful.
- e. How urgent the need for substantive revision of the standards is in each content area

The 2008 standards reflect formatting rather than substantive changes. Substantive revisions to standards in all content areas will be recommended based on conclusions from the 2008 standards review and continuing work by content review committees and other stakeholder groups between 2008 and 2013.

STANDARDS

The standards have been organized into three major standards: movement, fitness, and personal and social behavior. Rationale is provided for each of these strands.

MOVEMENT: Students demonstrate competency in movement forms and apply movement concepts and principles to the learning and development of motor skills. This standard concerns the development of (a) movement competence and proficiency, and (b) the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

The second part of the standard is about the learner using cognitive information to understand and enhance motor skill acquisition and performance including the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically, this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning; and therefore more regular and effective participation in physical activity. During the lower elementary years, emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years an emphasis is placed on applying and generalizing these concepts to real life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years, the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the students should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

FITNESS: Students demonstrate fitness literacy and behaviors associated with physical fitness. The intent of this standard is for the student to achieve (a) a health-enhancing level of physical fitness, and (b) to establish patterns of regular participation in meaningful physical activity. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than setting a single standard for all children at a given grade level. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. The student thus should have both the ability and willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle.

The second part of this standard is about establishing patterns of regular participation in meaningful physical activity. This should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them. Young children should learn to enjoy physical activity. They should participate in developmentally appropriate activities that help them develop movement competence, and they should be encouraged to participate in vigorous and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this

standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being; and a comprehensive perspective on the meaning of the idea of a healthy lifestyle.

PERSONAL AND SOCIAL BEHAVIOR: Students demonstrate personal and social responsibility, understand the benefits of physical activity, and respect diversity among people in physical activity settings. The intent of this standard is achievement of self-initiated behaviors that promote personal and group success amongst people of diverse characteristics and backgrounds in physical activity settings, and the development of an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning. Promoting personal and group success in activity settings includes safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Achievement of a learner's personal and social development in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, students learn to work independently, with a partner, and in small groups.

In the middle school, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings.

This standard also addresses the need for learners to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons of diverse characteristics and background. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

Developing an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning is the third thread of this standard. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge

as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.

PHYSICAL EDUCATION PERFORMANCE LEVEL DESCRIPTORS FOR THE BODY OF EVIDENCE

Advanced: Students at the advanced level demonstrate complete and comprehensive knowledge of movement and apply it when performing complex movement skills in developmentally appropriate physical activities. They draw connections between fitness components, principles, and fitness status. They engage in physical activity that meets requirements for improving their fitness. They consistently exhibit positive intra-personal characteristics and engage in appropriate inter-personal relationships inherent to movement activities at their developmental level.

Proficient: Students at the proficient level demonstrate knowledge of movement and apply it when performing fundamental movement skills in developmentally appropriate physical activities. Their understanding of fitness and procedures for improving it is broad in scope. They engage in physical activity that meets requirements for improving their health. They exhibit positive intra-personal characteristics and engage in appropriate inter-personal relationships inherent to movement activities at their developmental level.

Basic: Students at the basic level demonstrate limited knowledge of movement and some fundamental movement skills in developmentally appropriate physical activities. Their understanding of fitness and procedures for improving it lacks breadth and depth. They engage in physical activity that meets limited requirements for improving their health. They occasionally exhibit positive intra-personal characteristics and engage in positive inter-personal relationships inherent to movement activities at their developmental level.

Below Basic: Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

Grade 4

Advanced: Students at the advanced level describe movement concepts and critical cues/characteristics of fundamental movement skills and apply them in developmentally appropriate movement activities. They describe fitness components and principles that govern their personal fitness development. They engage in physical activity that meets requirements for improving their fitness. They consistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to fundamental movement activities.

Proficient: Students at the proficient level can identify movement concepts and critical cues/characteristics of fundamental movement skills and apply them in developmentally appropriate movement activities. They recognize fitness components and principles that govern their personal fitness development. They engage in physical activity that meets requirements for improving their health. They

exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to fundamental movement activities.

Basic: Students at the basic level inconsistently identify movement concepts and critical cues/characteristics of fundamental movement skills and apply them in developmentally appropriate movement activities. They have difficulty recognizing fitness components and principles that govern fitness development. They engage in physical activity that fails to meet all of the requirements for improving their health. They inconsistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to fundamental movement activities.

Below Basic: Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

Grade 8

Advanced: Students at the advanced level make a few connections between movement skills, concepts, rules, and strategies of modified specialized skill activities. They demonstrate specialized movement skills in a variety of developmentally appropriate physical activities. They analyze fitness information and apply it to their own fitness status. They engage in physical activity that meets requirements for improving their fitness. They consistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to modified specialized movement activities.

Proficient: Students at the proficient level can apply movement concepts, rules, and strategies while performing specialized movement skills in multiple developmentally appropriate physical activities. They explain information about the relationship between fitness components and principles that govern their personal fitness development. They engage in physical activity that meets requirements for improving their health. They exhibit positive intra-personal characteristics and engage in positively appropriate inter-personal relationships inherent to specialized movement activities.

Basic: Students at basic level inconsistently apply movement concepts, rules, and strategies while performing specialized movement skills in multiple developmentally appropriate physical activities. They have difficulty explaining the relationship between fitness components and principles that govern fitness development. They engage in physical activity that fails to meet all of the requirements for improving their health. They inconsistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

Below Basic: Eighth grade students at the below basic performance level have difficulty explaining fundamental movement skills, concepts, rules, and strategies and

rarely apply them while performing specialized movement activities, including rhythm/dance, regulation form team activities, regulation form individual/ dual activities, and lifetime activities. They have difficulty applying some complex rules and strategies in a few specialized skill activities.

Grade 11

Advanced: Students at the advanced level make multiple connections between movement skills, concepts, rules, and strategies of specialized movement skill activities. They demonstrate advanced specialized movement skills in multiple developmentally appropriate physical activities. They synthesize fitness information and apply it to their own fitness status. They engage in physical activity that meets requirements for improving their fitness. They consistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

Proficient: Students at the proficient level can apply movement concepts, rules, and strategies while performing specialized movement skills in multiple developmentally appropriate physical activities. They analyze information about the relationship between fitness components and principles that govern their personal fitness development. They engage in physical activity that meets requirements for improving their health. They exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

Basic: Students at basic level inconsistently apply movement concepts, rules, and strategies while performing specialized movement skills in multiple developmentally appropriate physical activities. They have difficulty analyzing information about the relationship between fitness components and principles that govern fitness development. They engage in physical activity that fails to meet all of the requirements for improving their health. They inconsistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

Below Basic: Students at the Below Basic performance level have difficulty explaining fundamental movement skills, concepts, rules, and strategies and rarely apply them while performing specialized movement activities, including rhythm/dance, regulation form team activities, regulation form individual/ dual activities, and lifetime activities. They have difficulty applying some complex rules and strategies in a few specialized skill activities.

WYOMING PHYSICAL EDUCATION CONTENT AND PERFORMANCE STANDARDS

GRADE SPAN K-4

CONTENT STANDARD 1. <u>MOVEMENT</u> Students demonstrate competency in movement forms and apply movement concepts and principles to the learning and development of motor skills.	
CODE	GRADE 4 BENCHMARKS
PE4.1.1	Students demonstrate and identify locomotor skills to include walking, running, leaping, hopping, jumping, skipping, galloping, and sliding; and chasing, fleeing and dodging.
PE4.1.2	Students demonstrate and identify object control skills to include throwing, catching, kicking, trapping, striking, volleying, ball rolling, and dribbling.
PE4.1.3	Students demonstrate and identify body control skills including turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling.
PE4.1.4	Students demonstrate and identify movement concepts that reflect an understanding of effort (time, force, flow), space (location, direction, level, pathway, extensions), and relationships (with objects, with people).

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS

1. MOVEMENT

ADVANCED PERFORMANCE

4th grade students at the advanced performance level can describe movement concepts and critical cues or characteristics of fundamental movement skills. Students can apply all skill cues and movement concepts in the performance of locomotor, object control, and body control skills while in an open environment.

PROFICIENT PERFORMANCE

4th grade students at the proficient performance level can identify movement concepts and critical cues or characteristics of fundamental movement skills. Students can apply most skill cues and movement concepts in the performance of locomotor, object control, and body control skills while in an open environment.

BASIC PERFORMANCE

4th grade students at the basic performance level can identify some movement concepts and critical cues or characteristics of fundamental movement skills. Students can apply some skill cues and movement concepts in the performance of locomotor, object control, and body control skills while in an open environment, and all skill cues and movement concepts in a closed environment.

BELOW BASIC PERFORMANCE

4th grade students at the below basic performance level have difficulty identifying any movement concepts and critical cues or characteristics of fundamental movement skills. Students cannot apply skill cues and movement concepts in the performance of locomotor, object control, and body control skills while in an open environment. Kindergarten students performing at a below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

2. FITNESS

Students demonstrate fitness literacy and behaviors associated with it.

CODE	GRADE 4 BENCHMARKS
PE4.2.1	Students demonstrate an understanding of fitness and the principles that govern fitness.
PE4.2.2	Students demonstrate an understanding of the health benefits of being physically active.
PE4.2.3	Students participate in a variety of physical activities for enhancing the development of muscular strength, muscular endurance, cardiovascular endurance, and flexibility.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS

2. FITNESS

ADVANCED PERFORMANCE

4th grade students at the advanced performance level describe all fitness components (cardiovascular endurance, strength, muscular endurance, flexibility, and body composition) and fitness principles (FITT, warm-up/cool-down, progression, and overload). They explain some relationships between type of physical activity and health benefits. Students engage in activities that meet most requirements for improving fitness (FITT).

PROFICIENT PERFORMANCE

4th grade students performing at the proficient performance level describe most fitness components (cardiovascular endurance, strength, muscular endurance, flexibility, and body composition) and fitness principles (FITT, warm-up/cool-down, progression, and overload). They describe the relationship between types of physical activities and health benefits. Students engage in activities that meet most requirements for improving health (FITT).

BASIC PERFORMANCE

4th grade students performing at the basic performance level identify fitness components (cardiovascular endurance, strength, muscular endurance, flexibility, and body composition) and fitness principles (FITT, warm-up/cool-down, progression, and overload). Their description of the relationship between physical activity type and health benefits is incomplete. Students engage in activities that meet few requirements for improving health (FITT).

BELOW BASIC PERFORMANCE

4th grade students performing at the below basic performance level have difficulty identifying fitness components (cardiovascular endurance, strength, muscular endurance, flexibility, and body composition) and fitness principles (FITT, warm-up/cool-down, progression, and overload). They can recognize health benefits but have difficulty describing the relationship between physical activity type and health benefits. Students rarely engage in activities that meet any of the requirements for improving health (FITT).

CONTENT STANDARD

3. PERSONAL AND SOCIAL BEHAVIOR

Students demonstrate personal and social responsibility, understand the benefits of physical activity, and respect diversity among people in physical activity settings.

CODE	GRADE 4 BENCHMARKS
PE4.3.1	Students recognize and use safety principles and follow the rules, procedures, and etiquette in physical activity settings.
PE4.3.2	Students demonstrate sportsmanship, cooperation, teamwork, and conflict resolution in physical activity settings.
PE4.3.3	Students demonstrate an understanding of individual differences and similarities in physical activity settings.
PE4.3.4	Students demonstrate respect for individual differences and similarities in others in physical activity settings.
PE4.3.5	Students recognize that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS

3. PERSONAL AND SOCIAL BEHAVIOR

ADVANCED PERFORMANCE

4th grade students at the advanced performance level seldom fail to exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to fundamental movement activities.

PROFICIENT PERFORMANCE

4th grade students at the proficient performance level regularly exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to fundamental movement activities.

BASIC PERFORMANCE

4th grade students at the basic performance level inconsistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

BELOW BASIC PERFORMANCE

4th grade students at the below basic performance level fail to exhibit positive intra-personal characteristics and do not engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

GRADE SPAN 5-8

CONTENT STANDARD	
1. <u>MOVEMENT</u>	
Students demonstrate competency in movement forms and apply movement concepts and principles to the learning and development of motor skills.	
CODE	GRADE 8 BENCHMARKS
PE8.1.1	Students demonstrate skills in: a. rhythms or dance, b. modified team activities, c. regulation or individual or dual activities, and d. lifetime activities.
PE8.1.2	Students explain critical skill elements or skill cues or key observation points associated with each of: a. rhythms or dance, b. modified team activities, c. regulation or individual or dual activities, and d. lifetime activities.
PE8.1.3	Students demonstrate an understanding of rules and strategies associated with: a. rhythms or dance, b. modified team activities, c. regulation or individual or dual activities, and d. lifetime activities.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS

1. MOVEMENT

ADVANCED PERFORMANCE

8th grade students at the advanced performance level make connections between movement skills, rules, and strategies of modified specialized skill activities, including rhythms or dance, modified team activities, individual or dual activities, and lifetime activities. They demonstrate all critical skill cues when performing specialized movement skills in a variety of developmentally appropriate rhythms or dance, modified team, individual or dual, and lifetime activities.

PROFICIENT PERFORMANCE

8th grade students at the proficient performance level (1) apply an understanding of fundamental rules and strategies and (2) apply most critical skill cues and movement concepts (effort, space, relationships) while performing specialized movement skills in developmentally appropriate (a) rhythms or dance, (b) modified team, (c) individual or dual, and (d) lifetime activities.

BASIC PERFORMANCE

8th grade students at the basic performance level (1) inconsistently apply an understanding of fundamental rules and strategies and (2) apply limited critical skill cues and movement concepts (effort, space, relationships) while performing specialized movement skills in developmentally appropriate (a) rhythms or dance, (b) modified team, (c) individual or dual, and (d) lifetime activities.

BELOW BASIC PERFORMANCE

8th grade students at the below basic performance level fail to (1) apply an understanding of fundamental rules and strategies and (2) apply limited critical skill cues and movement concepts (effort, space, relationships) while performing specialized movement skills in developmentally appropriate (a) rhythms or dance, (b) modified team, (c) individual or dual, and (d) lifetime activities.

CONTENT STANDARD

2. FITNESS

Students demonstrate fitness literacy and behaviors associated with it.

CODE	GRADE 8 BENCHMARKS
PE8.2.1	Students explain and assess their personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.
PE8.2.2	Applying principles of fitness (FITT, warm-up/cool-down, progression, overload), students select and describe lifetime physical activities that enhance health related fitness.
PE8.2.3	Students create personal fitness goals.
PE8.2.4	Students recognize and explain valid characteristics of products and technology related to fitness literacy.
PE8.2.5	Students participate in a variety of physical activities that will enhance health-related physical fitness.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS

2. FITNESS

ADVANCED PERFORMANCE

8th grade students at the advanced performance level analyze information about the relationships between fitness components and principles that govern their personal fitness development. They use comprehensive fitness/physical activity information and accurately apply it to their own fitness goals. Valid characteristics of fitness products and technology are recognized and explained accurately. They engage in physical activity that meets requirements for improving their fitness (FITT).

PROFICIENT PERFORMANCE

8th grade students at the proficient performance level explain information about the relationships between fitness components and principles that govern their personal fitness development. They use information about their fitness/physical activity and accurately apply it to their own fitness goals. Some valid characteristics of fitness products and technology are recognized and explained accurately. They engage in physical activity that meets requirements for improving their health (FITT).

BASIC PERFORMANCE

8th grade students at basic performance level inconsistently apply information about the relationships between fitness components and principles that govern their personal fitness development. They use personal information about fitness/physical activity and inaccurately apply it to their own fitness goals. Few valid characteristics of fitness products and technology are recognized and explained accurately. They rarely engage in physical activity that meets requirements for improving their health (FITT).

BELOW BASIC PERFORMANCE

8th grade students at below basic performance level can not apply information about the relationships between fitness components and principles that govern their personal fitness development. They have difficulty using personal information about fitness/physical activity and inaccurately apply it to their own fitness goals. Valid characteristics of fitness products and technology may be recognized but are not explained accurately. They fail to engage in physical activity that meets requirements for improving their health (FITT).

CONTENT STANDARD

3. PERSONAL AND SOCIAL BEHAVIOR

Students demonstrate personal and social responsibility, understand the benefits of physical activity, and respect diversity among people in physical activity settings.

CODE	GRADE 8 BENCHMARKS
PE8.3.1	Students recognize and use safety principles and follow the rules, procedures, and etiquette in physical activity settings.
PE8.3.2	Students demonstrate sportsmanship, cooperation, and teamwork in physical activity settings.
PE8.3.3	Students demonstrate respect for individual differences and similarities in others in physical activity settings.
PE8.3.4	Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS

4. PERSONAL AND SOCIAL BEHAVIOR

ADVANCED PERFORMANCE

8th grade students performing at the advanced performance level seldom fail to exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to modified specialized movement activities.

PROFICIENT PERFORMANCE

8th grade students performing at the proficient performance level consistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to modified specialized movement activities.

BASIC PERFORMANCE

8th grade students performing at the basic level inconsistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to modified specialized movement activities.

BELOW BASIC PERFORMANCE

8th grade students performing at the below basic level fail to exhibit positive intra-personal characteristics and do not engage positively in appropriate inter-personal relationships inherent to modified specialized movement activities.

GRADE SPAN 9-11

CONTENT STANDARD

1. MOVEMENT

Students demonstrate competency in movement forms and apply movement concepts and principles to the learning and development of motor skills.

CODE	GRADE 11 BENCHMARKS
PE11.1.1	Students demonstrate movement skills as they would be employed in: a. rhythms or dance, b. regulation or form team activities, c. regulation or form individual or dual activities, and d. lifetime activities.
PE11.1.2	Students demonstrate an understanding of critical skill cues of skills employed in: a. rhythms or dance, b. regulation or form team activities, c. regulation or form individual or dual activities, and d. lifetime activities.
PE11.1.3	Students demonstrate an understanding of rules and strategies in: a. rhythms or dance, b. regulation or form team activities, c. regulation or form individual or dual activities, and d. lifetime activities.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS

1. MOVEMENT

ADVANCED PERFORMANCE

11th grade students at the advanced performance level can explain advanced specialized movement skills, concepts, rules, and strategies and apply them while performing specialized movement activities, including rhythms or dance, regulation form team activities, regulation form individual or dual activities, and lifetime activities. They can apply complex rules and strategies in specialized skill activities from multiple activity categories.

PROFICIENT PERFORMANCE

11th grade students at the proficient performance level can explain specialized movement skills, concepts, rules, and strategies and apply them while performing specialized movement activities, including rhythms or dance, regulation form team activities, regulation form individual or dual activities, and lifetime activities. They can consistently apply complex rules and strategies in a few specialized skill activities.

BASIC PERFORMANCE

11th grade students at the basic performance level can explain specialized movement skills, concepts, rules, and strategies and inconsistently apply them while performing specialized movement activities, including rhythms or dance, regulation form team activities, regulation form individual or dual activities, and lifetime activities. They can apply some complex rules and strategies in a few specialized skill activities.

BELOW BASIC PERFORMANCE

11th grade students at the below basic performance level have difficulty explaining fundamental movement skills, concepts, rules, and strategies and rarely apply them while performing specialized movement activities, including rhythms or dance, regulation form team activities, regulation form individual or dual activities, and lifetime activities. They have difficulty applying some complex rules and strategies in a few specialized skill activities.

CONTENT STANDARD	
2. FITNESS	
Students demonstrate fitness literacy and behaviors associated with it.	
CODE	GRADE 11 BENCHMARKS
PE11.2.1	Students demonstrate an understanding of personal fitness programs and their personal fitness status.
PE11.2.2	Students demonstrate an understanding of health and fitness benefits derived from various physical activities.
PE11.2.3	Students will be knowledgeable consumers of fitness products and services.
PE11.2.4	Students participate in a variety of physical activities that will enhance health-related physical fitness.
<p>GRADE 11 PERFORMANCE LEVEL DESCRIPTORS</p> <p>2. <u>FITNESS</u></p> <p style="text-align: center;"><u>ADVANCED PERFORMANCE</u></p> <p>11th grade students at the advanced performance level synthesize fitness information (components, principles, benefits) and apply it to their own fitness status. They engage in physical activity that meets requirements for improving fitness (FITT). They synthesize the cost and effectiveness of fitness products and services.</p> <p style="text-align: center;"><u>PROFICIENT PERFORMANCE</u></p> <p>11th grade students at the proficient performance level analyze (1) information about the relationship between fitness components (cardiovascular endurance, strength, muscular endurance, flexibility, and body composition), (2) principles (FITT, warm-up/cool-down, progression, overload) that govern their personal fitness development, and (3) benefits derived from participation in physical activity. They engage in physical activity that meets requirements for improved health (FITT). They analyze and compare the cost and effectiveness of fitness products and services.</p> <p style="text-align: center;"><u>BASIC PERFORMANCE</u></p> <p>11th grade students at the basic performance level have difficulty analyzing information about the relationship between fitness components (cardiovascular endurance, strength, muscular endurance, flexibility, and body composition), principles (FITT, warm-up/cool-down, progression, overload) that govern fitness development, and benefits derived from participation in physical activity. They rarely engage in physical activity that meets all of the requirements for improving health (FITT). They explain valid characteristics of fitness products and services.</p> <p style="text-align: center;"><u>BELOW BASIC PERFORMANCE</u></p> <p>11th grade students at the below basic performance level can explain but not analyze information about the relationship between fitness components (cardiovascular endurance, strength, muscular endurance, flexibility, and body composition), principles (FITT, warm-up/cool-down, progression, overload) that govern fitness development, and benefits derived from participation in physical activity. They fail to engage in physical activity that meets all of the requirements for improving health. They can describe but not explain valid characteristics of fitness products and services.</p>	

CONTENT STANDARD

3. PERSONAL AND SOCIAL BEHAVIOR

Students demonstrate personal and social responsibility, understand the benefits of physical activity, and respect diversity among people in physical activity settings.

CODE	GRADE 11 BENCHMARKS
PE11.3.1	Students apply safety principles and follow the rules, procedures, and etiquette in physical activity settings.
PE11.3.2	Students demonstrate sportsmanship, cooperation, and teamwork in physical activity settings.
PE11.3.3	Students demonstrate respect for individual differences and similarities in others in physical activity settings.
PE11.3.4	Students demonstrate an understanding that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS

3. PERSONAL AND SOCIAL BEHAVIOR

ADVANCED PERFORMANCE

11th grade students performing at the advanced level seldom fail to exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

PROFICIENT PERFORMANCE

11th grade students performing at the proficient level regularly and consistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

BASIC PERFORMANCE

11th grade students performing at the basic level inconsistently exhibit positive intra-personal characteristics and engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

BELOW BASIC PERFORMANCE

11th grade students performing at the below basic level do not exhibit positive intra-personal characteristics and do not engage positively in appropriate inter-personal relationships inherent to specialized movement activities.

GLOSSARY

Wyoming Physical Education Content and Performance Standards

Developmental Basis for Standards: Sound knowledge of the developmental aspects of human behavior is critical to the success of the educational process. Educators who are developmentally based provide learning experiences and administer assessments that are appropriate not only for the chronological age, but also for the developmental levels of the students being taught. Developmental appropriateness is articulated in the physical education benchmarks at each grade level. The performance descriptors located at the beginning of this document, as well as in each grade level benchmark table, differentiate between the various degrees of benchmark achievement. The following list of terms is provided in an effort to further clarify what is expected from students if they are to achieve the grade level benchmarks.

Content Specific Definitions

Activity Categories in Physical Education: Secondary physical education activities are categorized as follows:

- Individual or Dual Activity – Physical activities that require one or two participants (e.g., badminton, swimming, golf, handball, weight lifting)
- Lifetime Activity – Physical activities that can be used for a lifetime and are not dependent upon group of participants. Frequently lifetime activities are done individually or with a partner. Examples include (a) lifetime sports (e.g., bowling, Frisbee, racquetball, and tennis), (b) outdoor adventure activities (e.g., backpacking, rock climbing, orienteering, and bicycling), and (c) fitness activities (e.g., dance aerobics, weight training, jogging, and kick boxing).
- Rhythms or Dance Activities – Physical activities that allow for students to express themselves rhythmically (e.g., creative movement, folk dance, square dance, interpretive dance).
- Team Sports – Physical activities that require a group of participants (e.g., basketball, speedball, soccer, volleyball).

Body Control Skills: Are performed in place without appreciable spatial movement (non-manipulative). Examples include turning, twisting, rolling, balancing, transferring weight, landing, stretching, and curling.

Content Standard: What students should know and be able to do.

Closed Environment: A stable unchanging environment. Examples of movement skills performed in a closed environment include throwing at a stationary target, shooting an arrow at a stationary target, striking a ball off of a batting tee, and kicking an immobile object.

Critical Skill Cue: Critical skill elements/skill cues/key observation points are simply short phrases or words that focus the learner on the salient aspects of the skill to be practiced.

FITT Principles: Inter-related and inter-dependent rules for gaining and maintaining physical fitness. They include:

- **Frequency** – The number of times a person engages in physical activity that is moderate to vigorous in nature. The *Council on Physical Education for Children* recommends that students engage in moderate physical activity nearly every day.
- **Intensity** – The speed or workload used in a given period of physical activity. The *Surgeon General's Report on Physical Activity and Health* and a recommendation from the Centers for Disease Control and Prevention and the American College of Sports Medicine on *Physical Activity and Health* emphasize the value of **moderate** physical activity to **good health**. Depending on a student's initial level of fitness, the intensity of the activity may need to be increased to further enhance **physical fitness**.
- **Time** – Refers to the duration or amount of time spent doing the activity. In adults, thirty minutes of accumulated physical activity has been shown to enhance **health**. In order to increase **fitness** levels, a minimum twenty to thirty continuous minutes of physical activity is recommended by the American College of Sports Medicine. The *Council on Physical Education for Children* recommends that children engage in 30 to 60 accumulated minutes of moderate to vigorous physical activity every day.
- **Type** – The type or specificity of training is the physiological adaptation to exercise that is specific to the system being worked or stressed during exercise. For example, the specific training exercises students do for flexibility do not increase their cardiovascular endurance.

Health: Health is optimal well-being that contributes to quality of life. It is more than freedom from disease and illness. Optimal health includes high-level mental, social, emotional, spiritual, and physical wellness within the limits of one's heredity and personal abilities.

Health-Related Physical Fitness: Health-related physical fitness consists of those components of physical fitness that have a relationship with good health. The components are commonly defined as body composition, cardiovascular fitness, flexibility, muscular endurance, and strength.

Intrapersonal Characteristics: Individuals' personal attributes that influence their involvement in physical activity. Examples include personal/social responsibility, work ethic, respect for individual differences, and awareness of the intrinsic value of physical activity.

Interpersonal Relationships: Self- and group-initiated behaviors that lead to positive interactions among participants in physical activities. Examples include cooperation, teamwork, etiquette, safe practices, and adherence to rules.

Locomotor Skills: The basic patterns used to travel (walking, running, leaping, jumping, hopping, skipping, galloping, and sliding). Loco-motor skills develop naturally in children; this is unlike other skills such as throwing, catching, and striking that develop through practice.

Modified Specialized Motor Skills: Fundamental movement patterns that have been refined, combined, and elaborated upon for use in increasingly demanding situations.

Modified Specialized Physical Activities: Sport-related and specialized movement activities that require the use of modified specialized motor skills, usually involving fewer rules/strategies than regulation form activities.

Movement Concepts: Are the ideas used to modify or enrich the range and effectiveness of skill employment.

Object Control Skills: Are developed when a child handles or manipulates some kind of object with the hands, feet, or other parts of the body. Object control skills include throwing, catching, kicking, trapping, striking, volleying, ball rolling, and dribbling.

Open Environment: An unpredictable and constantly changing environment. Examples of movement skills that are performed in the open environment include catching a fly ball, throwing at a moving target, kicking a soccer ball while running, and striking a pitched ball.

Physical Fitness: Physical fitness is a state of well-being with low risk of premature health problems and energy to participate in a variety of physical activities. Experts indicate that the model of physical fitness includes morphological fitness, bone strength, muscular fitness, flexibility, motor fitness, cardiovascular fitness, and metabolic fitness (see Figure 1 - next page).

Regulation Form: An activity that is performed as it has been designed to be performed, that is, as close to its fullest form maintaining the integrity of developmental and instructional appropriateness. For example, the game of basketball in its fullest form could be represented by 2 versus 2, 3 versus 3, 4 versus 4, or 5 versus 5.

Figure 1. Common Physical Fitness and Fitness Related Terms

Physical Fitness			Skills
Physiological	Health-related	Skill-related	Sports
Metabolic	Body Composition	Agility	Team
Morphological	Cardiovascular Fitness	Balance	Individual
Bone Integrity	Flexibility	Coordination	Lifetime
Other	Muscular Endurance Muscle Strength	Power Speed Reaction Time Other	Other

Cognitive and/or Motor Operations

Apply: To put into practice.

Analyze: To separate into components and to examine closely and critically.

Assess: To create or set a certain standard upon.

Compare: To examine in order to discover likeness and unlikeness.

Create: To bring into existence, originate, or to make.

Define: To state the exact meaning of.

Demonstrate: To teach by example, show and tell.

Describe: To represent by words or drawings.

Develop: To advance from one stage to another or to unfold gradually.

Evaluate: To find or place a value on.

Explain: To state clearly the causes and motives.

Identify: Recognition of.

List: An inventory of books, names, fact, or the like.

Perform: The physical demonstration of a skill.

Recognize: To know the identity of; recall as having been previously known.

Synthesize: the ability to put parts together to form a new whole- usually involves producing a product

Other Definitions

Alternative Assessment: Teacher, self, or peer assessments using journals, task or criteria sheets, checklists, scales, or rubrics.

Authentic Assessment: Assessing the students performing the skill in real-life situations.

Benchmark: Describes behavior that indicates progress toward achieving a performance standard. Benchmarks can be used as check points for progress.

Cognitive Complexity: A developmental progression of cognitive skills that moves from simple to complex. Bloom's Taxonomy of Educational Objectives (i.e., Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation) and Webb's Depth of Knowledge (i.e., Recall, Basic Application of Skill/Concept, Strategic Thinking, and Extended Thinking) are models of cognitive complexity and are frequently used to align instruction and assessment for developmental appropriateness.

Curriculum Alignment: Teaching knowledge and skills that are assessed by tests designed largely around standards.

Performance Standard: Indicates levels of achievement that students are expected to attain in the content standard. Acceptable quality of student performance is described.

Portfolio Assessment: Systematic collection of student work that shows progress and achievement. Students select, evaluate, and do self-reflection of their own work.

Psychomotor Complexity: A developmental progression of motor skills that moves from simple to complex (e.g., Fundamental Movement Skills in Closed Environment, Fundamental Movement Skills in Open Environment, Specialized Movement Skills in Closed Environment, Specialized Movement Skills in Modified Activities in Open Environment, and Specialized Movement Skills in Official/Regulation Form Activities).

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